

Gifted and talented a parents guide

There are differences between a child who may be referred to as 'bright' and one who is gifted or talented. The following table, taken from the National Association for Gifted and Talented Children, highlights some of the key differences, and could be helpful in identifying gifted and talented students:

Bright child	Gifted child
Knows the answers	Asks the questions
Understands ideas	Constructs abstract theories
Copies accurately	Creates new design
Is interested	Is extremely curious
Good at memorising	Good at guessing
Has good ideas	Has unusual 'silly' ideas
Works hard	Plays around, yet tests well
Listens with interest	Shows strong feelings and opinions
Grasps meaning	Draws inferences

What Parents can do to support their child

Parents play an essential role in the development of their Gifted and Talented children, a role which the school fully supports. There are a variety of ways in which parents can help the development of their children but as each child is unique then factors which help one child to develop will not always be appropriate for the development of other gifted and talented children.

This leaflet offers some suggestions of strategies for supporting Gifted and Talented children. Research suggests that those children with the most positive approach to learning – and those who were most successful – were supported by parents who:

- encouraged a variety of interests and activities
- helped the children to organise their time and put an emphasis on self-discipline
- showed sensitivity to their child's interests and abilities without trying to mould them
- provided the necessary materials to enable their child to develop their abilities to a high standard
- helped children to discover what fun learning can be
- were able to judge when to intervene, when to apply some pressure and when to stand back
- demonstrated pride in achievement.

How you can support your child

- use the local library as a learning and research resource
- visit museums, science centres, nature reserves and art galleries
- watch educational and current affairs programmes such as the news, wildlife/nature programmes and documentaries
- read a quality national and local newspaper

- discuss and debate topics, such as politics, the environment and the media
- discuss school work and homework and provide support, where appropriate
- consider getting involved in community projects that interest them
- take part in extra-curricular activities such as clubs and societies inside or outside school
- take on a part-time job or jobs around the home, in order to develop a sense of responsibility and skills such as prioritising and time management
- take an active part in family decision-making
- listen to different types of music
- exercise and exercise with them (walking, swimming, cycling)
- socialise and relax in-between work

Parents can also support their child by:

- providing suitable learning resources such as books, encyclopaedias, magazines, computer software, and other materials such as paint, puzzles, running shoes or musical instruments (finances allowing)
- organising day trips and visits to places of educational interest, building cultural experiences, trips and excursions into family holidays

How you can help us to help your child

Please share with the school:

- any relevant documentation/information from previous schools
- information on any activities, hobbies and interests that are undertaken by the student outside school, which students may not inform us about
- any information on what may be causing any anxieties or behavioural difficulties for your child.

If you wish to discuss any issues concerning your child please either make an appointment to see me through the school office or contact me via email on rachelv@new-marston.oxon.sch.uk

Rachel Vlachonikolis

Inclusion Coordinator